

CHAPTER I

INTRODUCTION

Chapter I of this research explain about background of the study, statement of problem, objective of study, significance of study, scope and limitation and definition of key terms.

1.1 Background of study

Language is very important to learn. According to Goldstein (2008), ‘we can define language as a system of communication using sounds or symbols that enable us to express our feelings, thoughts, ideas, and experiences.’ So that language can helps people to interact, express, and communicate their ideas. Besides by using language, we can ask other people to do something, exchange our ideas, and can communicate each other about our plans in the future or experiences. In Indonesia, many people start learning English language since they were in primary school or even in kindergarten. English language has an important role for communication in the world. In the process of learning English language, there four language skill that must be learnt by the learners namely listening, speaking, reading and writing. From the four language skills, writing is categorized as one of the productive skills along with speaking since they involve producing language rather than receiving it (Spartt, 2005:26).

Indonesian students generally get some difficulties in writing. As we know those English and Indonesia languages. Because English has many tenses (e.g. present tense, past tense, future tense, perfect tense, etc.) that should be mastered by students, but because of the differences between Indonesian language and English, it gives the difficulties for Indonesian students in learning English tenses and using the tenses in writing. Writing is very important for us, because we cannot do something or express the ideas, feeling in words or in sentences while we are getting some intervention. Sutanto, (2007:1) claims that writing is process of

expressing ideas or thoughts in words which should be done at our leisure. Besides writing can improve the student's academic performances but it cannot be learned in a short time. According to Vallete (1985: 81), writing skill requires more capabilities than other language skills and need special preparation. It requires the students to understand the spelling and punctuation, the sentence structures, the vocabulary, and the paragraph development. So that to make a good paragraph, we must know about how to make good paragraph. According to Brown (2001:335) writing is the written products of thinking, drafting, and revising that require specialized skills on how generate ideas, how to organize them coherently, how to discourse markers and rhetorical conventions coherently into written and how to edit text appropriate grammar.

According to Murcia (1995:4) grammar is essentially about the systems and patterns we use to select and combine words. Nila (2013) has studied about *An analysis of grammatical errors in writing recount text* pointed out that the students still made a lot of errors in using grammar. In this case, the students made errors because they did not understand the concept of sentences structure. It means they could not use the right adjective, to be, adverb and also appropriate clause markers. Besides some of them made errors when they had to express or describe something in English writing.

So, there are many problems of students in writing descriptive paragraph. Some of them are the students do not use tenses in the correct way. Besides they find difficult to make writing descriptive paragraph that are grammatically correct and acceptable. The students often do errors in writing composition because they are still influenced by Indonesian sentence structure in making and composing the structure of English sentence in writing of a paragraph. One of the types of composition is descriptive text. It is needed very much to give a clear description of a place, person, or object. To make the readers understand

the content or the meaning of each sentence in the paragraphs forming a descriptive text, the sentences must be acceptable and grammatically correct.

So that the students' ability in understanding the use of grammatical in sentences is one of the reasons why many of them are still not able to master English. Thus, the student's error in using grammatical in writing becomes the researcher interest which then it becomes the focus of the researcher in conducting this research especially in the eight-grade students of SMP Muhammadiyah 8 Batu in academic year 2016/2017.

1.2 Statements of the problem

Considering the background of the study, the researcher wants to describe the problems as follows:

1. What kinds of errors made by eighth-grade students of SMP Muhammadiyah 8 Batu in writing descriptive text?
2. What are the possible solutions for the errors made by eighth-grade students of SMP Muhammadiyah 8 Batu ?

1.3 Objective of the study

Based on the problems, the objectives of the study are as follows:

1. To find out the kinds of errors made by eighth-grade students of SMP Muhammadiyah 8 Batu in writing descriptive text.
2. To find out the possible solutions for the errors made by eighth-grade students of SMP Muhammadiyah 8 Batu.

1.4 Significances of the study

In this research the significances of the study are divided into two parts:

1. Theoretically

The researcher expects the result can provide additional knowledge for the students so the students have a better understanding about how to using of grammatical in writing effectively. The contributions are especially for those who are writing descriptive text.

2. Practically

The researcher hopes that research can become a source in writing skill for students and teacher of eight-grade in SMP Muhammadiyah 8 Batu. The researcher also expects this research becomes a reference for those who want to conduct a research in the similar field, writing.

1.5 Scope and Limitation

The students usually make errors in their writing, especially related to the structure construction; namely grammatical errors. The researcher focuses on grammatical errors found in the students' writing descriptive text at eighth-G grade of SMP Muhammadiyah 8 Batu.

1.6 Definition of the Key Terms

1. Writing

According to Richards and Richard (2000: 592), writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes. Besides, writing is a process organizing the idea, opinions, and feelings into written form. It is a complex activity with the control language both of the sentence level (grammatical, structure, vocabulary, punctuation, spelling and letter information).

2. Descriptive Text.

According to Hammond (1992: 78), descriptive text means text which describes a particular thing, person, or thing. Descriptive text creates vivid description, uses sensory details, creates mood, and develops a character, and an event.



3. Grammatical error

Grammatical error is grammatical deviation from the norms of target language. In language acquisition, an error is a systematic failure to conform to a rule of the language being learned (Iamsiu, 2014).

4. Error

Brown (2000) stated that a mistake refers to performance error that is either random guess or a “slip”, in that it is a failure to utilize a known system correctly.

